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Passage One

Questions 46 to 50 are based on the following passage.

Social media can be a powerful communication tool for employees, helping them to collaborate, share ideas and solve problems. Research has shown that 82% of employees think social media can improve work relationships and 60% believe it can support decision-making processes. These beliefs contribute to a majority of workers connecting with colleagues on social media, even during work hours.

Employers typically worry that social media is a productivity killer; more than half of U.S. employers reportedly block access to social media at work. In my research with 277 employees of a healthcare organization I found these concerns to be misguided. Social media doesn't reduce productivity nearly as much as it kills employee retention.

In the first part of the study, I surveyed the employees about why and how they used platforms like Facebook, Twitter, or LinkedIn. Respondents were then asked about their work behaviors, including whether they felt motivated in their jobs and showed initiative at work. I found that employees who engage in online social interactions with coworkers through social media blogs tend to be more motivated and come up with innovative ideas. But when employees interact with individuals outside the organization, they are less motivated and show less initiative.

In the second part of the study, I found 76% of employees using social media for work took an interest in other organizations they found on social media. When I examined how respondents expressed openness to new careers and employers, I found that they engaged in some key activities including researching new organizations and making new work connections.

These findings present a dilemma for managers: employees using social media at work are more engaged and more productive, but they are also more likely to leave your company. Managers should implement solutions that neutralize the retention risk caused by social media.

They can create social media groups in which employees will be more

likely to collaborate and less likely to share withdrawal intentions or discussions about external job opportunities. Managers can use social media to directly reduce turnover() intentions by recognizing employees' accomplishments and giving visibility to employees' success stories.

46. What does previous research about social media reveal?

- A) Most employees think positively of it.
- B) It improves employees' work efficiency.
- C) It enables employees to form connections.
- D) Employees spend much of their work time on it.

47. What did the author's own research find about social media?

- A) It influences employees' work negatively.
- B) It does much harm to employee loyalty.
- C) It kills employees' motivation for work.
- D) It affects employers' decision-making.

48. What did the author find in his study about the effect of online social interactions?

- A) It differs from employee to employee.
- B) It tends to vary with the platform used.
- C) It has much to do with whom employees interact with.
- D) It is hard to measure when employees interact with outsiders.

49. What problem was found with employees using social media for work?

- A) They seldom expressed their inner thoughts.
- B) Most of them explored new job opportunities.
- C) They were reluctant to collaborate with others.
- D) Many of them ended with lower productivity.

50. What does the author suggest managers do to neutralize the retention risk?

- A) Give promotions to employees for their accomplishments.
- B) Create opportunities for employees to share success stories.
- C) Acknowledge employees' achievements through social media.
- D) Encourage employees to increase their visibility on social media.

Passage Two

Questions 51 to 55 are based on the following passage.

In the coming era of budget cuts to education, distance learning could become the norm.

The temptation for those in charge of education budgets to trade teachers for technology could be so strong that they ignore the disadvantages of distance learning. School facilities are expensive to build and maintain, and teachers are expensive to employ. Online classes do not require buildings and

each class can host hundreds of people simultaneously, resulting in greater savings, thus increasing the temptation of distance education for those concerned more about budgets than learning. But moving away from a traditional classroom in which a living, breathing human being teaches and interacts with students daily would be a disaster. Physically attending school has hidden benefits: getting up every morning, interacting with peers, and building relationships with teachers are essential skills to cultivate in young people. Moreover, schools should be more than simple institutions of traditional learning. They are now places that provide meals. They are places where students receive counseling and other support.

Those policy-makers are often fascinated by the latest technology in education and its potential to "transform" education overnight. But online education does not allow a teacher to keep a struggling student after class and offer help. Educational videos may deliver academic content, but they are unable to make eye contact or assess a student's level of engagement. Distance education will never match the personal teaching in a traditional classroom. In their first 18 years of life, American children spend only 9% of their time in school. Yet teachers are expected to prepare them to be responsible citizens, cultivate their social skills, encourage successful time management, and enhance their capacity to flourish in an increasingly harsh labor market. Given these expectations, schools should not become permanently "remote".

The power of the classroom is rooted in the humanity of the people gathered in the same place, at the same time. Personal teaching is about teachers showing students a higher path, and about young people going through the process together. Technology, no matter how advanced, should simply be a tool of a good teacher.

51. What mainly accounts for the possibility that distance learning could become the norm?

- A) Advances in education technology. B) Shrinking financial resources.
- C) Shortage of school facilities. D) Lack of qualified teachers.

52. What does the author say is one possible benefit of students attending school physically?

- A) Developing the habit of getting up early.
- B) Eating nutritionally well-balanced meals.
- C) Growing into living and breathing human beings.
- D) Cultivating relationships with peers and teachers.

53. What does the author think of the latest technology in education?

- A) It may have potential disadvantages. B) It may render many teachers' jobless.
- C) It may add to student's financial burden. D) It may revolutionize classroom teaching.

54. What does the author say teachers are expected to do?

- A) Enhance student's leadership capacity.

- B) Elevate students to managerial positions.
 - C) Enable students to adapt to the changes in life.
 - D) Prepare students to be competitive in the future.
55. Why couldn't technology replace a good teacher?
- A) It lacks humanity. B) It cannot track students' growth.
 - C) It is still immature. D) It cannot cater to personal needs.



Passage One

Questions 46 to 50 are based on the following passage.

Online classes began to be popularized just a few decades ago. They are advertised as a way for adults to finish their education and students to learn the material at their own pace - it is far more compatible for people with busy schedules.

But after being enrolled in an online course last fall semester, I came to realize online classes were merely a means to fulfil course requirements.

First of all, students lack the desire to learn, and they simply complete their assignments to receive credit for a passing grade rather than genuinely engage with the course material.

As online courses tend to have more than 100 students, most of the assignments are short and simple. They are not designed for students to interact with the material in depth but designed to be graded easily to accommodate such a large number of students.

Perhaps the biggest disadvantage of taking an online class is the absence of face-to-face interaction between the teacher and their students. Live sessions are infrequent and are often scheduled during the middle of the day when students have to attend other classes or work. The office hours of the professor may also be during inconvenient times for many students as well. Most interaction with the professor has to be through email which is often impersonal. It is nearly impossible for students to build a relationship with their professor.

There is also little interaction amongst students. It can be harder for students to create study groups and form relationships with their peers.

Online classes also require either a computer or laptop and a reliable internet connection. Not all students have access to these types of resources, whether it is for financial or other reasons, and some students can be put at a disadvantage.

Offering online classes certainly helps students who would otherwise not be able to attend classroom sessions. However, they fail to provide a genuine education with an emphasis on convenience rather than critical thinking. We need restructured online classes in which students can have a learning experience that will actually provide quality education.

46. What does the author say about students enrolled in online classes?

A) They can access course materials easily. B) They are unmotivated to learn.
C) They can learn at their own pace. D) They rarely fulfil the course requirements.

47. What does the author think of online course assignments?

A) They are made convenient to mark.
B) They are meant to facilitate interaction.
C) They are based on easily accessible material.
D) They are given to accommodate students' needs.

48. What does the author say is one disadvantage of online classes?

A) They are frequently scheduled at irregular times.
B) They make professors' offices much less accessible.
C) They tend to increase professors' burden of responding to students' emails.
D) They provide little chance for students to build relationships with each other.

49. What problem may arise if classes go online?

A) More students may find it easy to be absent from them.
B) Teachers will worry about poor internet connections.
C) Some students may have difficulty attending them.
D) Schools with limited resources will be at a disadvantage.

50. What does the author think constitutes a key part of genuine education?

A) Acquisition of useful knowledge. B) Training of real-life skills on campus.
C) Development of students' personalities. D) Cultivation of analytical thinking ability.

Passage Two

Questions 51 to 55 are based on the following passage.

In the age of the internet, there's no such thing as a private debate. But is that bad for science? Some scientists have had concerns. When debates in any sector move beyond the halls of universities and government agencies, there's potential for information to be used incorrectly, leading to public confusion; yet, open debate can also promote communication between scientific community and the public. Recent open debates on scientific research, health, and policy have aroused greater public attention and encouraged more diverse voices. If this trend spurs scientists to agree more

quickly about the best solutions to our problems - and at the same time helps the public observe the process of scientific discourse more clearly - then this is good for everyone, including scientists.

A recent debate published in The New York Times discussed the question of how quickly medicine should be developed and produced. Issues such as safety of the product and perception of the public were examined and considered. But some experts worried that such public speculation might lead people to believe that disagreement about the details meant a lack of adequate scientific consensus over the safety and efficiency of modern-day vaccine.

The anxiety seems misplaced. Gone are the days of going to a conference and debating scientific issues, and that's good because those gatherings were not diverse enough and excluded many important voices. These days, the public can access debates about science regardless of where they take place.

For many scientists, public debate is a new frontier and it may feel like a place with few restraints or rules, but rather than avoiding such conversations, let the debates be transparent and vigorous, wherever they are held. If the public is to understand that science is an honorably self-correcting process, the idea that science is a fixed set of facts in a textbook needs to be dismissed. With the validity of science coming under attack, there's a need for scientific debates to be perceived as open and true to life. Let everyone see the noisy, messy deliberations that advance science and lead to decisions that benefit us all.

51. What does the author think open debate can do?

- A) Help the public to better understand science.
- B) Clear up confusion in the scientific community.
- C) Settle disputes between universities and government agencies.
- D) Prevent information from being used incorrectly by the public.

52. Why did a recent debate published in The New York Times arouse concerns among experts?

- A) It might hinder the progress in medical research.
- B) It might breed public distrust in modern medicine.
- C) It might add to the difficulty of getting research funds.
- D) It might prevent medical scientists reaching consensus.

53. Why does the author say some experts' anxiety seems misplaced?

- A) Debating scientific issues at a conference is now old-fashioned.
- B) Diverse topics can be debated by both scientists and the public.
- C) Debates about science are accessible to the public anyway.
- D) Scientists can voice their opinions whatever way they like.

54. What does the author suggest scientists do about public debate?

- A) Have more discussions about it.
- B) Embrace it with open arms.
- C) Formulate new rules for it.
- D) Restrain it to a rational degree.

55. What does the author say about science in the last paragraph?

- A) It is transmitted through textbooks.

- B) It is what proves valid and true to life.
- C) It is a dynamic and self-improving process.
- D) It is a collection of facts and established rules.

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Passage One

Questions 46 to 50 are based on the following passage.

Academic dishonesty is nothing new. As long as there have been homework assignments and tests, there have been cheaters. The way that cheating looks has changed over time, though, particularly now that technology has made it easier than ever. A study by the Josephson Institute of Ethics interviewed 23,000 high school students and asked them a variety of questions about academic ethics. Of the teens surveyed, 51 percent said that they had knowingly cheated at some point on an exam but that they did not feel uneasy about the behaviour. A Common Sense Media survey found that 35 percent of students had cheated via smartphone, though the parents surveyed in that particular study did not believe their kids had ever cheated. In many cases, students did not realize that strategies like looking up answers on a smartphone were actually cheating at all.

In today's classrooms, students who cheat are rarely caught. There are no formulas written on the insides of hands or students looking across the aisle, or whispering answers to their classmates. Today's students use smartphones, tablets or even in-class computers to aid their cheating attempts and leave no trace of their crimes. Since cheating through technology is not listed specifically as being against the rules in many school policies, students do not view the actions unethical.

The technology is being adopted so quickly that school districts cannot adequately keep up with cheating policies, or even awareness campaigns that alert students to the problem with using technology to find answers in a certain way. From a young age, students learn that answers exist conveniently at their fingertips through search engines and expert websites.

Schools must develop anti-cheating policies that include technology and these policies must be updated consistently. Teachers must stay on guard when it comes to what their students are doing in classrooms and how technology could be playing a negative role in the learning process. Parents must also talk to their kids about the appropriate ways to find academic answers and alert them to unethical behaviours that may seem innocent in

their own eyes.

46. What do we learn from the study by the Josephson Institute of Ethics?

- A) Over half of the students interviewed were unaware they were cheating.
- B) Cheating was becoming a way of life for a majority of high school teens.
- C) More than half of the interviewees felt no sense of guilt over cheating.
- D) Cheating was getting more and more difficult for high school students.

47. What did the Common Sense Media survey reveal?

- A) Most parents tended to overprotect their children.
- B) Many students committed cheating unknowingly.
- C) Students were in urgent need of ethical education.
- D) Parents and kids had conflicting ideas over cheating.

48. Why do students rarely get caught cheating nowadays?

- A) They copy formulas on their palms. B) They help each other to cover up their acts.
- C) They keep changing their ways of cheating. D) They make use of modern technology.

49. What does the author think schools should do to tackle cheating?

- A) Bring policies against cheating up to date.
- B) Reform their exam methods constantly.
- C) Take advantage of the latest technologies.
- D) Alert parents to their children's behaviour.

50. What does the author suggest teachers do in the classroom?

- A) Prevent students from overusing electronic devices.
- B) Develop more effective anti-cheating strategies.
- C) Find more ways to curb students' unethical acts.
- D) Guard against students' misuse of technology.

Passage Two

Questions 51 to 55 are based on the following passage.

Remote work is about more than just working from home - it means working differently. Organizations should reconsider the appropriateness of their performance evaluation procedures in light of the shift to remote work. This requires a fundamental rethinking of what organizations expect from employees and what companies would look for in a model employee in a remote work context.

It is likely that the "first to arrive and last to leave" mentality is no longer relevant, but should be replaced by a regard for the quality of an employee's contribution to the organization. This means that work should be measured in terms of the quality of the work, not just the quality of the process. As remote work is largely unobservable to supervisors, employers need to think about

how they can objectively measure the quality of work in a way that is consistent for employees of similar rank.

Focusing on output alone can have unintended consequences. Employers should think instead about the values and soft skills they want to emphasize in a remote work environment. Qualities like flexibility and the ability to work under minimal supervision might become critical.

Much has been written about the importance of timely feedback. In the context of a global pandemic(全球疫情), firms may want to provide additional support to employees by providing more frequent communication. This allows managers to both keep an eye on struggling employees and provide ongoing feedback on how employees are adapting to their new work environment.

Compensation also needs to be revisited. The purpose of performance evaluation is ultimately to determine how to reward employees for their work. This means that pay structures need to adapt to the reality of working from home. However, organizations also need to be honest with employees about the financial impact of COVID-19.

For organizations that have struggled to keep the lights on due to the pandemic, this might mean thinking of non-financial ways to reward employees, like unpaid time off or flexible work schedules. Employers can also consider how to bundle different types of compensation to help employees cope with their unique situations.

51. What does the author say companies should do in the context of remote work?

- A) Reform performance evaluation.
- B) Rethink the organizational fundamentals.
- C) Reexamine its effects on employees' behaviors.
- D) Reflect on its differences from working in the office.

52. What should be prioritized in assessing employees' remote work?

- A) The quantity of their output. B) The length of their work time.
- C) The quality of their contribution. D) The flexibility of their work schedules.

53. What quality in the employees would be of great importance in a remote work context?

- A) The ability to produce quality work.
- B) The ability to maximize work efficiency.
- C) The ability to finish tasks in a timely manner.
- D) The ability to work with the least supervision.

54. Why is it important for firms to provide timely feedback during the pandemic?

- A) To evaluate their employees of similar rank in a consistent way.
- B) To keep a watchful eye on those employees who perform poorly.
- C) To help employees in need adapt to the new work environment.
- D) To maintain connections with their employees away from office.

55. What is the author's suggestion to employers who experience the financial impact of the pandemic?

- A) Urging their employees to adapt to the new situation.
- B) Rewarding their employees in unconventional ways.
- C) Identifying employees who make little contribution.
- D) Allowing their employees to look for part-time jobs.

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Passage One

Questions 46 to 50 are based on the following passage.

We're eating more fish than ever these days. At around 20 kilograms per person global fish consumption is now more than twice what it was in the 1960s. What's really remarkable, though, is where that fish comes from. People farming rather than fishing.

For the first time in human history, most of our aquatic(□□□) food now comes from farming rather than fishing.

People ate around 73 million tonnes of farmed fish - just more than half of the volume of fish than humans consumed - in 2014. That's out of a total fish supply of 167 million tonnes; the remaining 20 million or so tonnes go into things like animal feed and medical products.

To keep eating fish at the current rate, we're definitely going to need to keep aquaculture(□□□□) developing. That's because the volume of fish caught in the wild has leveled off since the 1990s.

Back in 1974, only 10% of marine fish stocks had been overfished. Now, more than three-tenths are. Only a tenth of our oceans' fish stocks could sustain heavier fishing than current levels.

But while catchings at sea have suffered, fish-farming has been growing at a fast rate. A lot of that is coming from China, which produces 60% of the world's farmed fish. In fact, some 35 countries, including China, now produce more farmed than wild-caught fish.

This shift toward aquaculture isn't just good for ensuring salmon(□□□) on your plate; it's also crucial to ensuring food security and sustainability. By 2050, the world will need to feed an estimated 9.7 billion people. They'll have to get their protein somewhere. However, raising cattle, pigs, and other land-based animals requires vast sums of grain and water. For example, pound for pound, beef requires 15 times more feed to raise than carp, a freshwater fish farmed all over Asia. That grain - and the water needed to grow it - could be consumed by people instead.

However, aquaculture is no silver bullet. In some southeast Asian

countries, shrimp farming does disastrous damage to marine ecosystems. Despite these problems, however, shrimp continues to be among the most popular seafoods worldwide.

46. What does the author say is remarkable about the fish we eat?
A) They reproduce quickly. B) They are mostly farmed.
C) They have become as important as grain. D) They have a longer history than humans.
47. What do we need to do if we keep consuming fish at the current rate?
A) Increase the fishing volume considerably.
B) Develop more advanced fishing technology.
C) Enlarge the marine fish stocks effectively.
D) Expand the scale of fish-farming continuously.
48. What does the author say about China in terms of aquatic food?
A) It places increasing emphasis on fishing now.
B) It boasts of the world's largest fishing stocks.
C) It raises more fish than caught from the wild.
D) It supplies 60% of the world's fish products.
49. Why does the author say aquaculture is so important these days?
A) It is a must for feeding the world's fast-growing population.
B) It proves a reliable source of protein for humans and animals.
C) It is essential to maintaining both mental and physical health.
D) It ensures a balanced healthy diet for people the world over.
50. What does the author imply by saying aquaculture is no silver bullet?
A) Shrimp-farming is a risky business. B) Fish-farming will not be sustainable.
C) Fish-farming may cause serious problems too.
D) Shrimp-farming can become quite expensive.

Passage Two

Questions 51 to 55 are based on the following passage.

In 2020, the Nobel Peace Prize was awarded to the World Food Programme (WFP).

Why a Nobel Prize for the WFP, and why now? In 2019, the WFP assisted nearly 100 million people in 88 countries. It is the safety net for those who fall off the edge of existence. It is a response to solving the problem of food instability. Its Nobel Prize reminds us all of the moral hazard in imagining that the poor and vulnerable are somebody else's problem.

The WFP has been around since 1961 and has been the global coordinator of nationally based efforts to avoid disasters with food aid. Despite decades of effort to eliminate hunger, the latest estimate is that about 11% of people on the planet (about 820 million people) are suffering daily undernourishment.

Progress at reducing undernourishment has stopped despite gains through the 1990s and 2000s.

Developed countries sometimes offer food and aid to developing ones, but at a price. One American philosopher stated that addressing the needs of the poor and vulnerable is about more than money - it is mostly about creating conditions under which prosperity and opportunity can thrive. When aid is offered with heavy conditions attached, like loan repayment or food for resources, it often widens the gap between rich and poor and sustains the old world order. This is why the word of the WFP is so vital.

The scientific community, however, can provide a helping hand to the WFP. By sharing knowledge of agriculture and climate with peers in countries most vulnerable to poverty and hunger, scientists can help reduce these problems. By making its voice heard, science can lead by example. The ability to overcome food shortages that must be built into some of the poorest countries will not come from loans from wealthy countries, which may have food problems of their own, or world economic institutions. This ability will be built upon self-confident people using open and shared scientific knowledge to pull themselves out of their misery.

51. What does the WEP's winning of the Nobel Peace Prize make us realize?

- A) More and more people in the world are suffering from starvation.
- B) All of us can be affected by food instability one way or another.
- C) It is hazardous to leave millions of people poor and vulnerable.
- D) It is morally wrong to think helping the poor is not our business.

52. What do we learn about the WEP's effort to eliminate hunger?

- A) It has ensured a sufficient food supply to millions.
- B) It is still far from its goal despite the progress made.
- C) It has done a good job in combating natural disasters.
- D) It is preventing starvation occurring on a global scale.

53. What will happen when food aid is offered at a price?

- A) The rich will become richer and the poor poorer.
- B) More people will be willing to join in the effort.
- C) More food will be made available to the needy.
- D) The relief effort will be rendered less sustainable.

54. How can scientists help cope with poverty and hunger?

- A) By collaborating closely with world economic institutions.
- B) By sharing expertise with peers in poverty-stricken nations.
- C) By setting up more food research programs in developing countries.
- D) By building self-respect in people suffering from undernutrition.

55. What message does the author try to convey at the end of the passage?

- A) Wealthy nations should solve their own food problems first.
- B) Rich countries should be more generous in providing food aid.
- C) Poor nations should enhance their own ability to solve their food shortages.
- D) World economic institutions should play a bigger role in fighting hunger.



Passage One

Questions 46 to 50 are based on the following passage.

To write his 2010 book, *The 5-Factor World Diet*, nutritionist Harley Pasternak traveled to the healthiest countries around the world to learn more about what made their meals extra nourishing.

He noted that Japanese people ate a wonderful variety of seaweeds, and that Chinese people tried to include at least five different colors in every meal. Pasternak also came away with some valuable observations about how different the North American way of life was, compared with many other countries.

For starters, Americans eat much bigger portions than people in other countries. "We don't prioritize eating seasonally or locally, and we also add lots of salt, sugar and thickening agents to our foods," explained Pasternak. Contrast that to the healthy Mediterranean, Nordic and Okinawan diets listed in Pasternak's book. They all seem to stick to the ethos(ethos) of regional, seasonal produce.

For example, a traditional Mediterranean diet includes fruits, vegetables, whole grains, nuts and olive oil as the main components of nutritional intake. Fish, chicken and red wine make moderate appearances, while red meat, salt and sugar are used much less often. The benefits of a traditional Mediterranean diet have been studied since the 1970s, and researchers have found that living that olive oil life can help people lose weight, lower their heart disease risk and reverse diabetes.

Most other healthy eating cultures also make meals an event - say, multiple courses around the family table, or a glass or two of red wine at a long lunch - as opposed to hastily wolfing down handfuls of cereal above the kitchen sink and calling it dinner.

Each of the healthy eating cultures has its own unique feature. But Pasternak did take note of one unifying factor in all of the healthy societies he observed. "The only overlapping feature in most of these healthy countries is that they all walk way more than the average American," said Pasternak. "So really, regardless of what you're eating, if someone's walking four miles more than you each day, they're going to be a lot thinner and live a lot longer than you."

46. What characterizes Japanese and Chinese foods?

A) Variety. B) Flavor. C) Color. D) Naturalness.

47. What is typical of Americans in the way of eating?

- A) They emphasize nutrition. B) They tend to eat quite a lot.
C) They prioritize convenience. D) They care about flavors.
48. What features in Mediterranean, Nordic and Okinawan diets?
A) Fruits and vegetables. B) Olive oil and red wine.
C) Seasonal local produce. D) Unprocessed ingredients.
49. What do people in most healthy eating cultures have in common?
A) They get the whole family to eat at a table.
B) They eat their meals regularly and punctually.
C) They consume plenty of cereal for breakfast.
D) They attach great importance to their meals.
50. Compared with the average American, people in healthy societies _____.
A) walk at least 4 miles a day B) do considerably more walking
C) pay more attention to body shape D) consume a lot more organic food

Passage Two

Questions 51 to 55 are based on the following passage.

Recognizing when a friend or colleague feels sad, angry or surprised is key to getting along with others. But a new study suggests that being sensitive to people's feelings may sometimes come with an extra dose of stress. This and other research challenge the prevailing view that emotional intelligence is uniformly beneficial to its bearer.

In a study, psychologist Myriam Bechtoldt of the Frankfurt School of Finance and Management in Germany asked 166 male university students a series of questions to measure their emotional intelligence. For example, they showed the students photographs of people's faces and asked them to what extent feelings such as happiness or disgust were being expressed. The students then had to give job talks in front of judges who displayed serious facial expressions. The scientists measured concentrations of stress hormones in the students' saliva(□□) before and after the talk.

In students who were rated more emotionally intelligent, the stress measures increased more during the experiment and took longer to go back to baseline. The findings suggest that some people may be too emotionally clever for their own good, says Bechtoldt. "Sometimes you can be so good at something that it causes trouble," she notes.

Indeed, the study adds to previous research hinting at a dark side of emotional intelligence. A study published in 2002 in *Personality and Individual Differences* suggested that emotionally perceptive people might be particularly influenced by feelings of depression and hopelessness. Furthermore, several studies have implied that emotional intelligence can be

used to manipulate others for personal gains.

More research is needed to see how exactly the relation between emotional intelligence and stress would play out in women and in people of different ages and education levels. Nevertheless, emotional intelligence is a useful skill to have, as long as you learn to also properly cope with emotions - both others' and your own, says Bechtoldt. For example, some sensitive individuals may assume responsibility for other people's sadness or anger, which ultimately stresses them out. Remember, as Bechtoldt says, "you are not responsible for how other people feel."

51. What is the finding of the new study?

- A) Emotional intelligence helps people get along with others.
- B) Emotional intelligence is generally beneficial to its bearer.
- C) People who are aware of others' feelings may experience more stress.
- D) People who are emotionally stressed may have trouble making friends.

52. What was the purpose of psychologist Myriam Bechtoldt's experiment?

- A) To define different types of human feelings.
- B) To assess the impacts of being emotionally clever.
- C) To demonstrate how to distinguish different feelings.
- D) To identify gender differences in emotional intelligence.

53. What does the finding of Myriam Bechtoldt's study indicate?

- A) Greater emotional cleverness means less trouble in one's life.
- B) Emotional intelligence helps people succeed in job interviews
- C) People's psychological wellbeing is related to various factors.
- D) People may suffer from having a high emotional intelligence.

54. What do we learn about emotional intelligence from a number of studies?

- A) People suffering from depression are emotionally immature.
- B) People who look at the dark side of life often feel depressed.
- C) Some people may take advantage of it and benefit themselves.
- D) Some people may lack it and are easily manipulated by others.

55. What does the author suggest sensitive individuals do?

- A) Avoid burdening themselves with others' feelings.
- B) Rid themselves of worries over worldly affairs.
- C) Learn to cope with people's negative feelings.
- D) Help people to deal with their troubles in life.

Passage One

Questions 46 to 50 are based on the following passage.

Even though we are living in an age where growing old is thought of as an inevitable misery, this doctor has been changing the game for seniors over the last 25 years.

It all started in 1991 when the Harvard-educated physician was transferred from working in a stressful emergency room to being the medical director of a nursing home in upstate New York. The depressing and regimented(□□□□) environment got him thinking on what exactly could improve the residents' conditions.

Even though animals in nursing homes were illegal at the time, Dr. Bill Thomas took a chance. Based on a hunch(□□), he brought in two dogs, four cats, hens, rabbits, 100 birds, a multitude of plants, a flower garden, and a vegetable patch.

The change was dramatic. There was a 50% drop in medical prescriptions along with a dramatic decrease in death rates - but most importantly, the residents were simply happier.

Dr. Thomas's approach, named the Eden Alternative, has driven nursing homes to allow a more autonomous(□□□) and creative living space for their elderly. It erases the belief that growing old means growing useless. He encourages residents to think of their age as an enriching new phase of life rather than the end of it.

Thomas, now a speaker and author of several books, also created small, independently-run residences with their own bedrooms and bathrooms, and he has been preaching a singular message that getting old is not a bad thing.

"Within six weeks, they had to send a truck around to pick up all the wheelchairs," Thomas told the Washington Post. "You know why most people in nursing homes use wheelchairs? Because the buildings are so big."

The 56-year-old doctor's methods have been adopted in Australia, Japan, Canada, and America with enormous success. Last year he published *Second Wind: Navigating the Passage to a Slower, Deeper, and More Connected Life*, a guide on how to shift our perspectives on aging and growth.

He is currently traveling through North America performing with his guitar and his enthusiasm on his Age of Disruption Tour.

46. What has Bill Thomas been doing for a quarter of a century?

- A) Transforming people's lifestyle. B) Honoring his Harvard education.
- C) Changing people's philosophy of life. D) Shifting people's perspective on

aging.

47. Why did Bill Thomas try something different in the nursing home?

- A) He wanted to make it more pleasant for seniors.
- B) He wanted to apply his Harvard training to practice.
- C) He felt it his duty to revolutionize its management.
- D) He felt disappointed working in the environment.

48. What do we learn about Bill Thomas bringing animals and plants into the nursing home?

- A) He made a mess of the nursing home. B) He did something all professionals would do.
- C) He won instant support from the state authorities. D) He acted in violation of the state law.

49. What has Bill Thomas been persistently advocating?

- A) Good health is not just a privilege of the young.
- B) Nursing homes should be strictly limited in size.
- C) Getting old is by no means something miserable.
- D) Residences for seniors should be run independently.

50. How is Bill Thomas's new concept received?

- A) It is gaining ground in many countries. B) It is being heatedly debated worldwide.
- C) It is considered revolutionary everywhere. D) It is winning approval from the government.

Passage Two

Questions 51 to 55 are based on the following passage.

Research shows that in developed countries, more affluent and educated people tend to consume higher-quality diets - including more fruits and vegetables, fish and whole grains. On the contrary, economically disadvantaged people report diets that are nutrient-poor and energy-dense. They are less likely to have food-purchasing habits that conform to public health recommendations.

These dietary differences are often accompanied by higher rates of obesity and diabetes among lower-income people. This relationship between social class and diet quality and health is extensively documented. However, the research does not explain why this is the case - a question that has significant implications for designing effective policies and initiatives to improve diets and prevent chronic diseases.

Public-health initiatives to promote healthy diets often focus on providing nutrition education and recipes(□ □). These approaches, however, often presume less food literacy (i.e. food knowledge and skills) among low-income

people. Are unhealthy diets really the result of poor choices, limited food skills and knowledge?

Research suggests that adults in food-insecure households are just as likely as those in food-secure households to adjust recipes to make them more healthy. They are also just as proficient in food preparation and cooking skills. There is no indication that increasing food skills or budgeting skills will reduce food insecurity.

Instead, disadvantaged groups are constrained by their economic, material and social circumstances. For example, low income is the strongest predictor of food insecurity in Canada, where one in eight households experiences insufficient access to nutritious foods.

It's well-established that food prices are an important determinant of food choice. Low-income households report that they find it difficult to adopt dietary guidelines because food prices are a barrier to improving their diets.

When researchers estimate the cost of diets people actually eat, higher-quality diets are typically more costly.

While this may be so, it does not, in itself, prove that healthy diets are necessarily more expensive or cost-prohibitive. After all, not all socioeconomically disadvantaged people consume poor diets.

We can easily think of a number of foods and recipes that are both inexpensive and nutritious. The internet is full of recipes for "eating well on a budget."

51. What can we learn from research on diets in developed countries?

- A) Dietary recommendations are not fit for underprivileged people.
- B) People from different social groups vary in their dietary habits.
- C) People's choice of food depends on their individual taste.
- D) There is no consensus on what high-quality diets are.

52. What does the author say is important in formulating policies to improve diets and health?

- A) A better understanding of the relationship between social class and health.
- B) A greater emphasis on studying the cause of obesity and chronic diseases.
- C) Prioritizing the provision of better nutrition for lower classes.
- D) Designing education programs and initiatives on public health.

53. What does research reveal about adults in food-insecure households?

- A) Their eating habits need to be changed.
- B) Their food literacy has been improving.
- C) They do not pay much attention to their food recipes.
- D) They do not lack food knowledge or budgeting skills.

54. What would help improve food security among the disadvantaged groups in Canada?

- A) Teaching them budgeting skills.
- B) Increasing their food choices.
- C) Enabling them to have more access to nutritious foods.
- D) Taking more effective measures to increase food supplies.

55. What does the author suggest disadvantaged people do to improve their

health?

- A) Adopt a positive attitude towards dietary guidelines.
- B) Choose diets that are both healthy and affordable.
- C) Make sure to purchase healthy foods on the internet.
- D) Change their eating habits and consumption patterns.

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Passage One

Questions 46 to 50 are based on the following passage.

It's good to be smart. After all, intelligent people earn more money, accumulate more wealth, and even live longer. But there's another side to the story. The brightest people and strongest leaders sometimes make errors others don't, especially in situations that require common sense.

Travis Bradberry, president at TalentSmart, explained in his post why Smart People Act so Stupid that "Rational thinking and intelligence don't tend to go hand in hand. Intelligent people are more prone to silly mistakes because of blind spots in how they use logic. These blind spots exist because smart people tend to be overconfident in their reasoning abilities." They are so used to being right and having quick answers that they don't even realise when they're making a mess by answering without thinking things through.

A lifetime of praise leads smart people to develop too much faith in their intelligence and abilities. They often fail to recognise when they need help, and when they do recognise it, they tend to believe that no one else is capable of providing it.

"It's hard for anyone to graciously accept the fact that they're wrong. It's even harder for smart people because they grow so used to being right all the time that it becomes apart of their identity," Bradberry wrote. "For smart people, being wrong can feel like a personal attack, and being right, a necessity."

Smart people also have a hard time accepting feedback. They tend to undervalue the opinions of others, which means they have trouble believing that anyone is qualified to give them useful feedback. Not only does this tendency hinder their growth and performance, it can lead to harmful relationships, both personally and professionally.

Smart people develop overachieving personalities because things come so easily to them. They simply don't understand how hard some people have to work to accomplish the same things, and because of that, they push people

too hard. They set the bar too high, and when people take too long or don't get things quite right, they assume it's due to a lack of effort. So they push even harder.

46. What do we learn from the passage about the brightest people?

- A) They can make silly mistakes in straightforward situations.
- B) They usually turn a blind eye to their own weaknesses.
- C) They are admired by people around them.
- D) They can differ in their personalities.

47. What accounts for the existence of intelligent people's logical blind spots?

- A) Their irrational way of thinking.
- B) Too much faith in their ability to think.
- C) Their ignorance of behavioural science.
- D) Too much concern about their work.

48. How do smart people react when they are found to be wrong?

- A) They shift the blame to others.
- B) They graciously accept the facts.
- C) They may feel shocked.
- D) They may get offended.

49. What may happen to smart people who find it difficult to accept suggestions?

- A) They may suffer in their professional and private life.
- B) They may lose faith in their administrative abilities.
- C) They may commit more errors than ever before.
- D) They may experience a lot of emotional stress.

50. What is said about those working with or under overachieving people?

- A) They put a lot of effort into their work.
- B) They set higher goals for themselves.
- C) They are under increasing pressure.
- D) They take less time to get things done.

Passage Two

Questions 51 to 55 are based on the following passage.

Of the endless troubles that come with being driven from one's home country, losing educational certificates may seem small. But it isn't. Refugees who settle in other countries often find themselves unable to continue on their previous career path due to a new set of employer standards or skills requirements. To solve this problem, the U.S. State Department is posing a solution: online learning.

The State Department will announce a partnership with an online education platform called Coursera. The platform will allow refugees worldwide to take thousands of online courses for free. "Coursera for Refugees" will be available for any non-profit group that supports refugees in any country, as well as individual refugees. They can apply for fully funded

access to Coursera's course catalog, which means they can take all of the platform's classes and obtain professional certificates for free. The platform currently offers professor-led lectures on a broad range of topics, from data science to fashion design.

As the world migrant crisis intensifies, employment is becoming a global concern. The new program aims to aid refugees by offering "important skills that will help them in the global economy," Evan Ryan, U.S. assistant secretary of state for educational and cultural affairs, said on a press call last week. "What we don't want to do is not act," added Coursera chief operations officer Lila Ibrahim.

The idea isn't without problems. For one, starting a new career path isn't as simple as watching a few videos and obtaining an online certificate; even those looking to continue previous careers can't simply rely on an online lecture to get them up-to-date on standards, policies, and practices. For another, most of the classes on Coursera are in English, and though there are plans to add translations, language barriers can be a big obstacle. Then there are the questions over the value of massive open online courses (MOOCs) themselves - both for refugees and for average learners.

But it's still early days and there are signs of hope. In 2015, a joint study found 72% of people taking the MOOCs saw career benefits afterwards.

51. Why is the U.S. State Department launching an online learning program for refugees?

- A) To enable them to settle down in host countries.
- B) To allow them to learn as many job skills as possible.
- C) To offer them a platform to pursue advanced degrees.
- D) To help them to meet new employment standards.

52. What do we know about "Coursera for Refugees"?

- A) It provides refugees with a wide a wide range of courses free of charge.
- B) It offers free online data services for refugees around the world.
- C) It allows refugees to obtain degrees in various academic fields.
- D) It supplies refugees with a great variety of job opportunities.

53. What does the passage say is a consequence of the global migrant crisis?

- A) Instability increases in host countries.
- B) The global economic crisis intensifies.
- C) A lot more refugees die during migration.
- D) Refugees find it more difficult to get a job.

54. What does the author say causes refugees' difficulty in taking online courses?

- A) Cultural environment.
- B) Changed academic requirements.
- C) Lack of language skills.
- D) Difference in teaching platforms.

55. What did the joint study find about the MOOCs several years ago?

- A) They helped solve financial problems.
- B) They benefited most of the learners.
- C) They changed some learners' career path.

D) They provided the most needed vocational skills.

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Passage One

Questions 46 to 50 are based on the following passage.

Passage Two

Questions 51 to 55 are based on the following passage.

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Passage One

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Passage One

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Passage Two

Questions 51 to 55 are based on the following passage.

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